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ABSTRACT

This book provides 35 profiles that are a small sampling of the successful strategies, environments, and activities taking place within the school-to-work/vocational-technical education arena in Arizona. The profiles describe a variety of successful strategies. They include many types of activities serving a number of populations. They also reflect geographical diversity. Schools from metropolitan, rural, and urban areas are represented. In addition, most profiles demonstrate ways to combine funds and leverage resources. The profiles demonstrate community involvement and business partnerships. To demonstrate the importance of addressing strategies at all grade levels, profiles are included from elementary, middle and junior high schools, high schools, and institutions of higher learning. Newly created charter schools addressing the school to work principles in their curriculum are included. Each summary provides the goal of the project or program, a description of the program, outcomes, things to consider when replicating this strategy in one's own school, contact information, and a listing of the funding sources involved. Key words appear at the top right-hand corner of each page. The template in the lower right corner of each profile illustrates the level(s) of education involved, as well as efforts to collaborate with other education and business resources in this particular activity. A glossary includes definitions of key words and educational terminology. (YLB)

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ED 417 319

# Successful Strategies

## Teaching and Learning in Arizona Schools

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Lisa Graham Keegan
Superintendent of
Public Instruction

On behalf of the Arizona Department of Education, I am proud to present this year's *Successful Strategies* publication. *Successful Strategies* has been designed as a tribute to Arizona educators who are continually improving education for today's youth.

The profiles showcased are a small sampling of the successful strategies, environments, and activities taking place within the School To Work/Vocational Technical Education (STW/VTE) arena.

Our purpose was not to give a complete set of information needed for replication, but a brief summary of the critical components. Use the profiles to assist in identifying a new idea or a new twist on an idea as a springboard for continuous improvement in your classrooms. We have listed the schools and contacts so you can communicate with them to obtain further in-depth information.

Due to the overwhelming number of responses, we intend to publish *Successful Strategies* each year. I would like to invite you to submit successful STW/VTE strategies that bring relevancy to education.

Congratulations to the instructors/schools that are profiled in this publication! I look forward to seeing many more of you in future editions of *Successful Strategies*.

Mary Lewkowitz

Mary Lewkowitz
Acting Director
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# ACKNOWLEDGMENTS

The Arizona Department of Education wishes to acknowledge and thank:

The Contact persons identified in each Profile for the extensive interview time and information they provided.

The district vocational directors and university staff for their efforts at "getting the word out" and collecting submissions for this publication.

The Arizona State University staff for this publication's initial design concept and formatting.

# INTRODUCTION

As a result of the overwhelming response from around the state to the inaugural 1996 publication of Successful Strategies, the Arizona Department of Education is pleased to present *Successful Strategies 1997*. The Arizona Department of Education wishes to acknowledge and thank the personnel whose efforts are reflected in these profiles, and their efforts to promote effective teaching and learning strategies taking place throughout Arizona. We hope the reader will find within this book ideas and strategies that can be replicated in his or her own educational setting. It is the intent of this publication to promote networking and sharing of "what works" among educators within the state.

This book highlights projects and programs that are making an impact on the lives of students in Arizona. It is an effort to recognize success and offer a "pat on the back" to educators who have made a difference within their classrooms, schools, and communities. This is not to suggest that our work is complete. The profiles in this publication are the first steps in providing a quality education and preparing students for the real world of work.

The profiles in this book describe a variety of Successful Strategies. They include many types of activities serving a number of populations. They also reflect geographical diversity. Schools from metropolitan, rural, and urban areas are represented. In addition, most profiles demonstrate ways to combine funds and leverage resources. The profiles demonstrate community involvement and business partnerships. To demonstrate the importance of addressing strategies at all grade levels, profiles are included from elementary schools, middle and junior high schools, high schools, and institutions of higher learning. Newly created charter schools are also addressing the school to work principles in their curriculum and are included in this publication.

The goal has been to provide a variety of strategies, from the very simple to the complex, that may inspire other educators to initiate a program in their classroom, school, or district. All of these profiles have one common denominator which is the willingness to go beyond the standard providing a better and more relevant education for learners in Arizona.

Each summary provides the goal of the project or program, a description of the program, things to consider if you wish to replicate this strategy in your own school, and a listing of the funding sources involved. Key words appear at the top right-hand corner of each page. The template in the lower right corner of each profile illustrates the level(s) of education involved, as well as efforts to collaborate with other education and business resources in this particular activity. A glossary includes definitions of key words and educational terminology used throughout.

We hope that *Successful Strategies 1997* inspires more educators to make that extra effort to provide outstanding educational opportunities for Arizona's youth.

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## How To Interpret The Information...

The **Teaching-Learning Key** identifies the cooperative nature of the activity and the educational level being served.

| Level | School-based Activities | Connecting Activities | Work-based Activities |
|---|---|---|---|
| K-6 | Career exploration and academic and technical instruction that occur at school | Education-to-work activities provided by the school or community | Job exploration that occurs in the community |
| | Supporting activities that connect grades K-6 with grades 7-8, and occur at school | | Supporting activities that connect grades K-6 with grades 7-8 and occur in the community |
| 7-8 | Career exploration, goal setting, and academic and technical instruction that occur at school | Education-to-work activities provided by the school or community | Job training and workplace experiences that occur in the community. |
| | Supporting activities that connect grades 7-8 with high school and occur at school | | Supporting activities that connect grades 7-8 with high school and occur in the community |
| HS | Career exploration, goal setting, and academic and technical instruction that occur at the high school | Education-to-work activities provided by the school or community | Job training and workplace experiences that occur in the community. |
| | Supporting activities that connect high schools with postsecondary education and occur at the high school | | Supporting activities that connect high schools with postsecondary education, and occur in the community |
| PS | Career exploration, goal setting, and academic and technical instruction that occur at the postsecondary institution | Education-to-work activities provided by the school or community | Job training and workplace experiences that occur in the community |

This profile is from the 1997 edition of *Successful Strategies: Teaching and Learning in Arizona Schools*. For a copy of this publication or for information about becoming part of a future edition, contact the Arizona Department of Education, School to Work Division, at (602) 542-5352.

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## GOALS

Amphitheater High School's Preparatory Academy Program is intended to offer all students meaningful, relevant experiences in preparation for their "next step" in life whether that be at the university, the community college, a trade school or in the work force. We believe that setting learning in a context of the students' interests and aptitudes will motivate, excite and encourage them to succeed in their chosen path.

## DESCRIPTION

Amphitheater High School is located in Tucson and is part of the Amphitheater Public School District. Our population consists of a very diverse group of 1900 ninth through twelfth graders.

The Amphitheater Preparatory Academy Plan is more than just a program; it is a total restructuring of the high school into four interest/aptitude-based pathways. Students select from one of the following Academies: Business/Law, Human/Environmental/Engineering Sciences, Fine Arts/Communications, and Honors – when they enter as a freshman. Their core curriculum is "filtered" through these interests and the academic teachers work closely with the career development/elective teachers to provide an integrated, hands-on approach to learning. Each year students will become more specialized in the Academy area until their senior year which will culminate in a Senior Exhibition in concert with internships, apprenticeship, co-enrollment or on-the-job training.

As freshmen this year, all students interacted with business people from the community who work in their area of interest. In-class projects were designed to stimulate career experiences. Core classes will continue to emphasize work skills as students move through the curriculum.

## OUTCOMES

This is the first year of implementation. We began with all freshmen, piloting some concepts in the upper grades. The freshman failure rate fell 3% lower than it has been in six years. All freshmen have interacted with numerous business people. Over 70 business people have been involved with the school in the development and implementation of the program. Core academic, personal and interpersonal skills have been agreed upon by business partners and faculty. These will serve as a common goal for all students.

## CONSIDERATIONS

Time must be provided for teachers to plan, create, talk, and evaluate throughout the process. Keep it simple. Don't try to change everything at once. Start with the freshmen class and move up each year. All school employees must be adequately trained, motivated, informed and skilled.

**Key words**

- Career Paths
- Curriculum Restructuring through Employer Involvement
- Site-Based Collaboration
- Innovative Teaching Methodologies
- Work-Based Learning Curricula
- Collaborative Agreements Between Schools and Employers
- Connect School-Based and Work-Based Learning.

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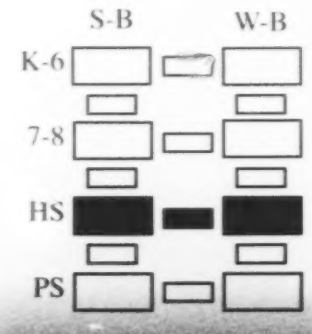
**Funding**

School to Work mini grant
In kind/business and school district

**Teaching-Learning Key**

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## GOALS

To develop a Level II Industrial Technology Program utilizing existing Level III facilities and staff, and to expose students to as many skills and careers as possible in the industrial technology cluster.

## DESCRIPTION

In fiscal year 1995-96 Blue Ridge High School was awarded a model program grant to develop a Level II Industrial Technology Program. Our solution was a half credit 9 week block schedule course that exposed students to as many careers as possible in the area of Industrial Technology. We divided the course into two sections called Manufacturing and Transportation. The Manufacturing course was taught in the drafting/manufacturing/and wood technology labs by one instructor. It included the students rotating through stations in mechanical drafting, electronics, robotics, CNC machining, computer aided drafting, laser/fiber optics, and architectural drafting. The class completed two projects in wood working. The class exchanged places with another class in the transportation section. The automotive instructor took them through stations consisting of air cooled engines, automotive electrical systems, oxyacetylene welding, arc welding, foundry, job estimating, and assembling a mini dragster. There were two dragsters and students challenged each other to races at the end of the course. This was a very hands-on high tech activity oriented course. It served as a prerequisite for Level III drafting, Wood Technology, Building Trades, Manufacturing Technology, and Automotive Technology.

## OUTCOMES

We received a grant from the Arizona Department of Education for $125,000. This gave us the opportunity to develop the curriculum and purchase supplies for a truly comprehensive program. After promoting the course we had 110 of 180 freshmen request the class. We have had upper classmen in Level II ask if they can take the class.

By taking this class ninth grade students have an opportunity to find out more about Level III courses before taking them. This avoids the problem of students taking a Level III class and then deciding they don't like it. Also, students don't start Level III until tenth grade which means they are still in the program when they are juniors and seniors generating more funding for our program.

## CONSIDERATIONS

There was a tremendous response to the program. Blue Ridge is a small rural high school that does not have facilities and staff to commit just to Level II. We had to find a way to teach a comprehensive program that met the approved competencies using existing facilities and staff. We also had to convince the administration that we needed this course and that it should be a prerequisite to all Level III courses in the program area. The concept of students rotating through stations permitted exposure to a wide variety of activities in a short time, and demonstrated that a successful program can be developed even without a lot of equipment.

**Key words**

- Careers Majors/All Aspects of Industry
- Innovative Teaching Methods
- Serve All Students/Equal Access

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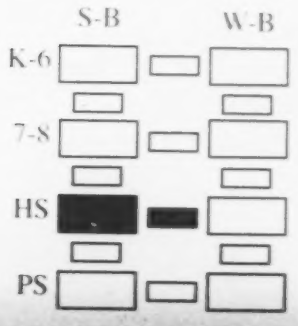
**Funding**
Blue Ridge Unified School District
ADE Grant

**Teaching-Learning Key**

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## GOALS

To provide additional vocational programs for our students that only schools twice our size could support. Also to provide a valuable link with our local community college (Level IV)

## DESCRIPTION

We have worked out an agreement with Northland Pioneer College and Showlow High School to provide joint programs in electronics, computer repair, and nursing assisting. Blue Ridge High School (Pinetop-Lakeside) and Showlow High School are located 10 miles apart and are about the same size. Northland Pioneer College has a campus between the schools and offers these programs. A meeting with all properties determined that a program could be done and was advantageous to all involved.

The Nursing Assisting program is taught by an NPC instructor at their facility with six students from Blue Ridge and six students from Showlow. The electronics and computer repair programs are conducted in the same manner. Both schools are on a similar block schedule, and the students must provide their own transportation as well as pay college tuition. The student receives high school and college credit for the courses.

## OUTCOMES

In the fall of 1996, twelve students completed the nursing program and passed the state test. Eight students completed the electronics course with more students requesting enrollment for the 97-98 school year. The program has been a huge success. All parties are happy and we are planning to continue in 97-98. Many of the students have been offered jobs from local business based on this training.

## CONSIDERATIONS

A good working relationship with other agencies is essential with regular communication. Some students may need assistance with costs involved and financial help from the Rotary Club was provided.

**Key words**

- Site Based Collaboration
- Collaborative Agreements Between Secondary/Post Secondary

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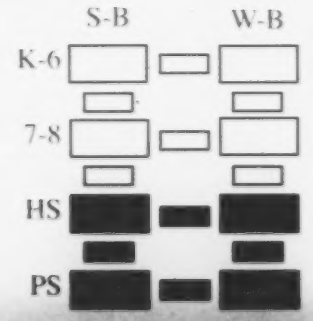
**Funding**
Blue Ridge High School
Student Tuition

**Teaching-Learning Key**

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## GOALS

To help students make decisions about their future careers and improve self esteem. We also want to improve their employability skills.

## DESCRIPTION

In the spring of 1996 twelve high schools in Navajo and Apache counties formed the Northland School to Work consortium. The fiscal agent and coordinator was at Northland Pioneer College. Each school has a school to work coordinator and a business partner that serves on the board. During the semester of 1996 each school assigned a person to go door to door and recruit business partners. The business partners were asked to volunteer for any/all of the four types possible areas of participation: guest speaker, job shadowing, voluntary intern, and paid intern.

In the fall of '96 we actively utilized the business partners. At Blue Ridge we had a course called "Skills for Success" which was required of all freshmen. The curriculum included study skills, self esteem, and the Employability Skills from Level II. Job Shadowing was added to the curriculum. Every freshman went on two job shadowing assignments as part of this course. When the student returned, he or she gave a two minute oral report to the class and wrote a Thank You letter to the business. Blue Ridge is also part of the Youth Transition Program (YTP) which is intended to help special needs students make the transition from school to work. The two programs worked very well together.

## OUTCOMES

The twelve schools in our consortium have a database of over 400 business partners that continues to grow. From that database, Blue Ridge High School has placed 180 job shadowing assignments through February 15th. We have also had guest speakers, field trips, interships, and VSO Leadership activities. As of February 15th we have had 855 school to work student effected activities, and hope to double that by the end of the school year. Response from parents, students and the business community has been very positive. We have a list of 160 careers represented in these partnerships.

## CONSIDERATIONS

This program works best as a class that is required of all freshmen. The program must have the support of administration, teachers, businesses, and the school to work consortium. A paid employee at least 20 hours per week to make phone calls and set up job shadowing and internship assignments is very helpful. We are required by law to fingerprint every business partner. We are trying to do this without losing business partners. It has also been a challenge to work out a system to get students to and from assignments without taking them out of other classes.

**Key words**

- Recruit Employers and Unions
- Work-Based Learning Curricula
- Collaborative Agreements Between Schools and Employers

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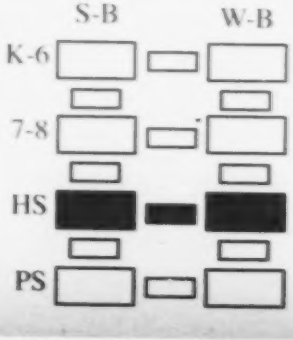
**Funding**

School to Work Consortium
Blue Ridge USD

**Teaching-Learning Key**

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## GOALS

The goal of the Casa Grande Union High School Child Care and Guidance Program is to provide our students an opportunity to have a complete work-based child care facility to enhance the student's ability to learn competencies required in the Early Childhood Education field. Students are also provided a school to work opportunity by achieving skills and knowledge provided in this program.

## DESCRIPTION

The Casa Grande Union High School (CGUHS) Child Care and Guidance Program was formed with the help of the Arizona Department of Education as part of the new Family and Consumer Science Department. We have articulated with Central Arizona College to provide dual credit for our students to receive community college credit while attending classes at the high school level. With this incentive, student enrollment has increased steadily each year. An average of 300 students are in the Child Care program each year. Students take the beginning class, Child Development, and can go on to take the advanced Child Care Occupations I and II classes. Students are also offered an opportunity to take a Diversified Coop class during their senior year. Along with this program, Casa Grande Union offers a complete pre-school facility for children ages 3-5. Children come from the community and faculty of CGUHS. Students are responsible for every aspect of pre-school. They are directors, teachers, assistant teachers, outdoor supervisors, indoor supervisors, and computer supervisors. Students also plan, make and serve all lunches and snacks to the children.

## OUTCOMES

Outcomes have been steadily on the rise. Students gain invaluable knowledge that they will take to a career in Child Care or Early Childhood Education. We place students in child care jobs ranging from jobs at a day care facility to full time nanny positions. We were able to provide the Jean Joan Walton Memorial Scholarship Aware ($350.00) to a student exemplifying a career desire in Child Care. This student is now ready to complete her Associates Degree in Early Childhood next year.

## CONSIDERATIONS

It is important to form a strong Community Advisory Council to assist in forming a successful program. Guidance counselors must be involved in the coherence and sequence students should be following to select a career path which is best for them. Let the faculty, staff and administration know what your program is about and the benefits it will bring to your school. Seek approval from your school board and invite them to visit your program. Establish permanent funding through priority grants and possible monies from Carl Perkins. Seek grant money through local Tech Prep Consortia, School to Work, and other local grants.

**Key words**

- Collaborative Agreement Between Secondary/Post Secondary
- Work-Based Learning Curricula

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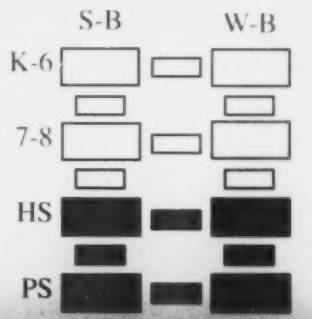
**Funding**
Carl Perkins Basic Grant
Priority, Local, Group-B Add-on Grants
School District
Parent Fee for Pre-School Attendance
Fund Raisers for Scholarships

**Teaching-Learning Key**

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## GOALS

The purpose of "Focus on the Future" was to create a school climate which connected school subjects to future careers and work.

## DESCRIPTION

The Coconino High School Site Council designed a School to Work system of career related services which served Coconino High School teachers and students, parents and the community at-large. The five-pronged effort, entitled "Focus on the Future", resulted in a resource bank of businesses, local agencies and employees who were willing to assist the school in a variety of ways. Individuals or businesses and agencies could elect to participate by volunteering for the following program components: Occupation/Education Future Fair; Speakers Bureau; Job Shadowing; Internships; and Summer Hires.

## OUTCOMES

As a result of the Coconino Site Council "Focus on the Future", 83 career areas were presented at the Occupation/Education Future Fair. The fair highlighted planetary geology, computer imaging, fire fighter, natural resources, insurance professions, musician, publishing, dental hygiene, journalist, engineer, acting, director, and archaeologist to name a few.

Resource persons willing to provide services to the school were identified through this community outreach effort. For example, twenty-eight job shadowing sites were located, fifty-one speakers were identified for the school's newly developed Speaker Bureau, six organizations volunteered to hire youth and eight agencies and businesses were identified as potential internship sites.

## CONSIDERATIONS

The job fair was for grades nine through twelve. It was not limited to the trades or the professions, but was inclusive of all career pathways. The committee felt strongly that all types of schools should be promoted, trade, university, and college, so that students get excited about the future and their place in it.

**Key words**

- **Recruit Employers and Unions**
- Connect School-Based and Work-Based Learning
- Conduct Marketing and PR
- Collaborative Agreements Between School/Employers

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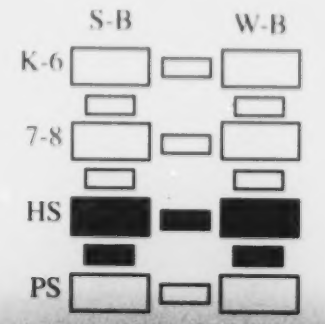
**Funding**
Business Community

**Teaching-Learning Key**

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## GOALS

To give students exposure to solar panels, batteries, gear ratios, aerodynamics, physical endurance, human power vs. solar power, rolling resistance, planning, timing, and teamwork as well as creative financing and foreign travel.

## DESCRIPTION

The Manufacturing Technology class at Colorado City High School built and raced a solar bike. The class attended a workshop, saw a bike that fit the needs of the class, and raised money to purchase bike components. The bike was built, tested, and students practiced riding and setting up solar collectors. We attended the Solar BikeRayce USA in Neosho, Missouri and placed second in this competition. As a result, the class was offered a chance to travel to Japan for the World Solar Bike Race which required travel arrangements, raising money, and making improvements on the bike. Local and not-so-local businesses donated bike parts and money. We traveled to Akita as well as to Hiroshima on Japan Rail spending four days in Japanese homes. Best of all, we won first place in the B-Class Junior Division in the World Solar Bike Race in Akita, Japan.

## OUTCOMES

Won first place in the B-Class Junior Division in the 1996 World Solar bike Race in Akita, Japan.

## CONSIDERATIONS

Get an early start and make sure everything is tested and all the "bugs" are worked out. Both in Missouri and Japan, many problems developed. A lot of time was spent on last minute problems including late passports and custom-made solar panels. Planning is essential.

**Key words**

- Innovative Teaching Methodologies

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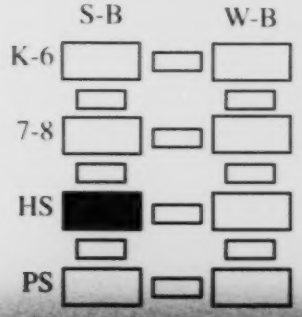
**Funding**
Colorado City Unified School District
Local Businesses

**Teaching-Learning Key**

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## GOALS

To provide work experience to the CDA students and to serve teen parents with child care as they complete their high school education. Students can earn college credit in Early Childhood Education through competency based, individualized, and self-paced courses, and prepare for the CDA National Credential.

## DESCRIPTION

Two programs within the Colorado River Union High School District provide students an opportunity to develop child care skills as well as an opportunity to provide needed services for teen parents. At Mohave High School for the past six years, the Tiny T-Birds Child Care Center has been a successful, self-supporting business utilized by the high school CDA and Child Development classes while providing services for teen parents enrolled in Mohave High School. Through the partnership of the CDA instructor and the Child Development director, the center provides a work based learning atmosphere for the CDA students in their pursuit of a Child Development career. The center allows the students to put into action what they have learned in the classroom and receive Ω credit per semester. This is a true child development center and learning lab, not just a baby-sitting experience. The program uses the Child Development curriculum and CDC modules used by the community college.

At River Valley High School two specialization areas are available: Infant/Toddler and Pre-School. The program's emphasis is placed on the individualized, supportive one-on-one training relationship between student, college advisors, and the high school instructors. Guest speakers, lab experience, films, lectures, group work and connected time with other teacher/care givers to exchange ideas and have discussions enhance the curriculum. The Child Development Associate course is suited to individual career training needs without gaps in one's educational background to fulfill the training requirements for application for CDA credentials.

## OUTCOMES

Students receive a certificate of participation and competencies that will enable them to either continue their education at the community college or to obtain employment at a day care center. Teen parents were able to finish their high school education that may not have been possible without the services of the center.

## CONSIDERATIONS

Any school district interested in opening a child care center on their campus must have their center licensed by the Arizona Health Department. Centers must be able to maintain their own payroll, supplies and teaching materials for the children. Be prepared for opposition from some parents and community members who believed that a child care center on a high school campus may promote teenage parenthood. Continued funding of these programs is always an important and constant consideration.

**Key words**
- **Work-Based Learning Curricula**
- **Connect School-Based and Work -Based Learning**
- **Collaborative Agreements Between Secondary/Post Secondary**
- **Alternative Strategies for Work-Based Learning**

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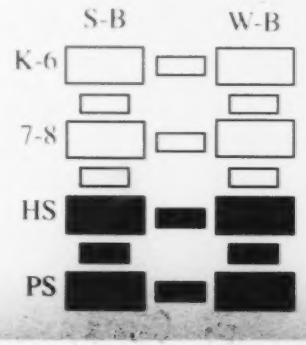
**Funding**
Flinn Grant
DES Grants
Self-Supporting Business
Fund Raisers
Carl Perkins

**Teaching-Learning Key**

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## GOALS

B.O.S.S. (Business Our Student Study) Enterprises and the Y.T.P. (Youth Transition Program) have the goal of providing students with the ability to make a smooth transition from the educational setting of high school to the work setting of the business world.

## DESCRIPTION

This program was developed from a simple idea - "Nothing Beats Experience". By creating an atmosphere that is a working business, our students are able to gain experience while in a training environment. Students run every aspect of a marketing/distribution business including: accounting, manufacturing, distribution, sales, and management. Currently, B.O.S.S. Enterprises is marketing and distributing "Cool Snake", a personal neck tie evaporator cooler; and is the exclusive distributor of Las Animas Coffee, an imported gourmet coffee from Mexico, for Bullhead City and the surrounding areas. Any profits that are not used in the functioning of the business are returned to the students through "Educational Reimbursement".

B.O.S.S. Enterprises has received overwhelming support from the Bullhead City community. The program is working with a retail clerk apprenticeship which has provided business expertise and current industry curriculum. The local business community has also shown an interest in the second phase of the program. Several businesses have verbally agreed to hire students after they have worked for and received training from B.O.S.S. Enterprises. This is part-time work for high school students with the possibility of being hired as a full-time employee after graduation.

## OUTCOMES

From this business format students are not only gaining vocational knowledge and experience, but are also being taught traditional classroom material such as Math and English. Students have developed pride, self confidence, motivation and an understanding for the importance of basic skills.

Students have made many sales to local businesses and fund-raising groups. This has proven to be an excellent avenue to develop community and business relationships. B.O.S.S. Enterprises and the Y.T.P. are currently working with 12 students in our first year of existence. Next year the school district plans to double both our staff and student involvement.

## CONSIDERATIONS

Be prepared for a fast growing business. We ran into the dilemma of not being able to give our customers exactly what they wanted due to problems with our suppliers. Make sure that your students running the business can deliver before publicizing the program. Without advertising, potential customers contacted us wanting to help the program by buying our products before we were ready.

Anyone considering a student run training business should investigate child labor laws, product line, district policies, and school liabilities. Any money should be handled through a school district account.

**Key words**

- Generic Job-related Skills
- Work-Based Learning Curricula
- Alternative Strategies for Work-Based Learning
- Academic Content

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**Funding**
Arizona Rehabilitation Services
Arizona Department of Education

**Teaching-Learning Key**

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## GOALS

The goals of the MicroSociety program are to provide real-life applications for what is learned in the classroom; provide students with skills that can be applied outside the classroom setting; provide students with an adult mentor from whom valuable skills can be acquired; provide students with the opportunity to solve problems they will encounter in their adult life; and provide the outside community with an inlet for direct communication regarding curriculum which the community views as instructionally important.

## DESCRIPTION

Desert Mountain Middle School is a MicroSociety school in which students build a miniature society within their school. The traditional subjects are taught throughout most of the day. Skills necessary to run the society are learned in the classroom and reinforced immediately "on the job". Most importantly, children experience pride and benefits of their labor as they become property owners, judges, bankers, legislators, and entrepreneurs in a safe and supportive learning environment. These pint-sized small-business owners pay taxes, make and sell products, publish newspapers, broadcast on the radio, run a science museum and defend their peers in court, to name just a few of the opportunities afforded them. Students move from pages of textbooks to real-life situations and jobs, and make the core curriculum more relevant.

## OUTCOMES

Outcomes from this program include increased attendance, fewer discipline problems, active participation for all students, a more relevant curriculum resulting in increased academic scores, and a sense of ownership and community for the school.

## CONSIDERATIONS

Schools considering replicating this program should begin with a shared vision and commitment from their staff. The school needs to be flexible with scheduling and there needs to be a willingness on the part of all academic and exploratory classes to participate.

**Key words**

- Serve All Students/Equal Access
- Connect School-Based and Work-Based Learning
- Innovative Teaching Methodologies

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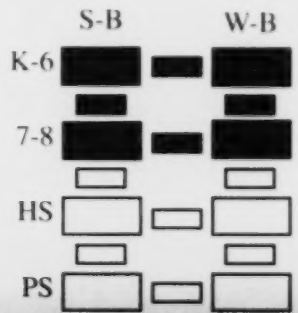
**Funding**
SCANS Grant
School District
Fund Raisers

**Teaching-Learning Key**

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## GOALS

One of the goals of VocFest is to show students the tremendous variety of interesting, challenging, and lucrative occupations they can pursue. Another equally important goal is to plant the seed in the mind of girls that many occupations they may have thought to be exclusive province of men are equally suitable for women.

## DESCRIPTION

Picture 1,000 eighth graders experiencing first-hand vocational choices at the high school they will be attending in their ninth grade year. The students arrive to a high-powered school assembly welcoming them into high school. Later, they systematically move to each vocational department exploring in a hands-on way career areas and industry clusters. For example, in Health, the youth are greeted by high school students turned instructors. They move from station to station learning about Physical Therapy, Emergency Medical Technology, and Nurses Aide. In electronics they solder a simple device. In woods, students assemble a shelf to take home.

VocFest is promoted through the media and a brochure which is mailed to all parents of eighth graders. Language used in the brochure is culturally sensitive to the large numbers of ethnic families in the district.

VocFest, a Festival of Career Opportunities, is a collaborative effort between Flagstaff Public School and the Institute for Future Work Force Development at Northern Arizona University.

## OUTCOMES

VocFest has been an impressive success. In its first four years, the number of students enrolling in vocational technical programs has increased dramatically across the board, and the numbers of girls enrolled in vocational trade classes has increased more than 400 percent from 42 to 173.

The partnership is a win/win effort for all the collaborators. High school principals and middle school teachers achieved their goals helping eighth graders make the transition to high school, and vocational educators increased enrollment.

## CONSIDERATIONS

Over the years, teachers and administrators have revised and refined VocFest. A variety of delivery methods have been explored. For example, one-hour vocational academies have been replaced with shorter sessions allowing students an opportunity to experience all of the vocational/technical departments rather than just a few.

A true partnership effort must be established between all entities. At the upper administration level, the various agencies must agree on their objectives. A clear understanding of the roles and responsibilities of all the planners, teachers, counselors, high school administrators, supervisors, the transportation director and university coordinators must be established and expectations must be in writing.

**Key words**

- Career Majors/All Aspects of Industry
- Career Paths
- Site-Based Collaboration
- Serve All Students/Equal Access
- Collaborative Agreements Between Secondary and Post Secondary
- Conduct Marketing and PR

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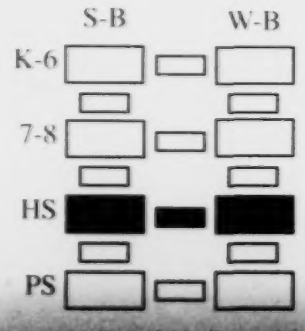
**Funding**

Arizona Department of Education - Vocational Equity Division
Flagstaff Public Schools
Coconino Tech Prep Consortium

**Teaching-Learning Key**

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## GOALS

The Agricultural Education Department at Gilbert High School utilizes a functioning Meat Processing Facility to teach and train students in competencies required for employment in the meat industry.

## DESCRIPTION

The Gilbert High School Meats lab began in the mid 1970's to provide students with the means to evaluate raised livestock and to reinforce competencies learned in the Agriculture Program. The Agricultural Processing class has evolved to teach the entry level skills required for employment in the industry.

The class is open to eleventh and twelfth grade students who have completed the Level III Agricultural Business and Management - Animal Science curriculum. Students study meat science, safety, inspection, equipment use and maintenance, public relations, and put into practice what they have learned in the lab processing domestic animals. Students who complete the program have the opportunity for employment in local grocery stores' meat departments.

Community support for the program is strong. Licensed with the Arizona Department of Agriculture as a custom slaughter and processing plant, students provide a service of processing animals into usable cuts for individuals in the community. With the processing fee collected from each customer, the lab can be nearly self sufficient in its supply budget needs.

## OUTCOMES

Students have the means to practice competencies to advance themselves in the meat industry. These skills can also be used in other food technology industries and agriculture. The processing class is a recruitment tool for the department in persuading students to become involved in the agriculture department.

## CONSIDERATIONS

Building and capital needs for this type of program are large. To replicate this type of program would be costly, but there are sources of used equipment to offset the initial costs. Industry and community support and need must be identified before beginning. Liability issues should be thoroughly researched.

**Key words**

- **Authentic Assessment**
- **Innovative Teaching Methodologies**
- Generic Job-related Skills

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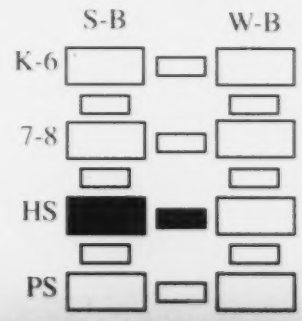
**Funding**

Local School Budget
Income generated by the program.

**Teaching-Learning Key**

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## GOALS

The goal is a win-win for partnership. The Globe Team gets a student employee that is very familiar and comfortable with the Team, and Globe High School creates a qualified workforce in the community for the Globe Equipment Shop. The Globe Automotive Class receives training from an outside source and has an employer they can use as a reference for further employment.

## DESCRIPTION

A School to Work partnership was formed between Globe High School (GHS) and the Arizona Department of Transportation (ADOT) Globe Equipment Shop Team. This process was started in January of 1997 and had an end date set for May of 1997.

The ADOT Equipment shop has hired students from the high school automotive class since 1996. The ADOT team determined that it would be beneficial to go to the classroom on a regular basis to get to know future employees. Since January ADOT has used Wednesdays to teach automotive related subjects for the morning class. The subjects have varied from basic automotive starting systems, electronic systems, body work, to how to prepare a resume for employment. The Globe Team has shared reading materials, video training tapes, and field trips to the shop with the class. Team Globe will hire an Automotive student every two years.

## OUTCOMES

The students are exposed to how a work-site shop operates and to work-site learnings at the classroom and shop. The students are faced with the reality that businesses are willing to support students, but with this support comes responsibility of meeting the requirements of the trainer: getting to class on time after each training session on Wednesdays, a review by the school instructor on Fridays, the student participates in class to show the ADOT instructor of his or her interest to be hired. The ADOT Team members have a new focus. They have taken on a new role as coach, mentor and teacher. They are now participating with the schools that their children attend. They see the realities of being a teacher in the classroom.

## CONSIDERATIONS

The partnership should be formed during the summer months or well ahead of the upcoming semester so the teacher can make this part of the class training. Students hired for this program are juniors or seniors. This allows students to work 1/2 day at the site and attend classes the other half. All must bring in the parents and counselors into this process. A combined team effort between the school and business must take place.

**Key words**

- Alternative Strategies for Work-Based Learning
- Connect School-Based and Work-Based Learning
- **Collaborative Agreements Between Schools and Employers**

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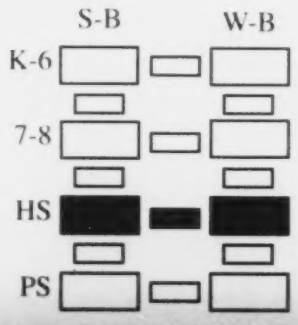
**Funding**
Employer

**Teaching-Learning Key**



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## GOALS

The project is intended to build a sense of ownership by students in habitat issues. Students are expected to learn actual propagation and restoration techniques while gaining valuable experience in how to organize and complete a project.

## DESCRIPTION

A partnership was formed between Grand Canyon National Park Service and Grand Canyon High School to implement a restoration project. Students constructed a site analysis of soil, drew up site maps, completed vegetation transacts and determined types and density of native vegetation needed to complete the restoration project. Both habitat restoration and habitat preservation was the focus of the project which integrated sciences, technology, math and art classes in the learning project. Additionally, other grade levels kindergarten through twelfth grades were included.

The Grand Canyon National Park Service re-vegetation crew provided guidance, training and technical expertise. They also provided necessary field supplies. The park service wildlife biologist provided seminars on wildlife habitat issues and served as a co-instructor to the program of study.

Students designed and produced site bulletins, pamphlets, signs and T-shirts to be distributed to park residents, park visitors, and volunteers. The marketing materials promoted the project.

## OUTCOMES

High school level students experienced greater retention of science as they taught other grade levels and included them in their projects. The program is project oriented and performance-based, so learning is enhanced through real world application.

## CONSIDERATIONS

Partners must have the natural and human resources available to replicate this project. The appropriate site or learning laboratories must either be created or be natural to the area.

**Key words**

- **Academic Content and Performance Standards**
- Curriculum Restructuring Through Employer Involvement
- Innovative Teaching Methodologies
- Work-Based Learning Curricula
- Connect School-Based and Work-Based Learning

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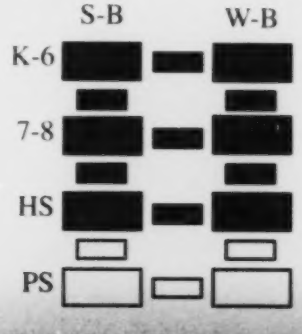
**Funding**
The Heritage Foundation
The Grand Canyon Park Services
Grand Canyon School District

**Teaching-Learning Key**

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## GOALS

The goals of the program are to provide the students with work skills training in the major economic industry for the Navajo Reservation which is tourism, and to increase the student success rate of preparing for the work force.

## DESCRIPTION

For the past five years, the hospitality program students and the Business Academy at Greyhills have been sponsored by Northern Arizona University College of Hotel and Motel Restaurant Management. In the process, the students have gained exposure to tourism and hospitality enterprises on the Navajo Reservation and around the state. The students are mentored by Hotel Restaurant Management students who expose the Greyhills High School students to career exploration, communication and technology skills, professional development skills, teamwork, and Total Quality Management.

Greyhills Inn acts as a "living laboratory" for the hospitality students at GHS. This motel was established from a portion of the residential building built by the Bureau of Indian Affairs in the 1970's. Located next door to the school, the motel provides 32 rooms for rental in an area where only one major motel property exists. The students work in all facets of the motel operation. The moneys from room rentals goes back into the motel to support the hospitality students and program structure.

## OUTCOMES

Twenty-eight students from the business academy are enrolled in the hospitality program this year. The students are from the comprehensive programs in Level II (Business Management Technology), and Level III (Hospitality I and II). They are also enrolled in STRIVE.

Three scholarships have been offered by NAU in the amount of $3,000 each. Eight students will graduate as completers of the program this year. The students will be placed at Wahweap Lodge for summer employment.

## CONSIDERATIONS

Make extensive action plans, do not rush. A reasonable time period should be instigated in which three phases are carefully considered: 1) planning - determine what you want or need; 2) commitment; 3) communication - establish a network where you can go for help especially if you are not sure where certain technology can be obtained or is needed for your program. Our program teachers were fortunate to attend the Summer Institute in July allowing interaction with vendors, educators, and industry professionals.

Support from administrators and staff is essential. Now other teachers are requesting to apply their students' academic skills by job shadowing at the Inn. Landscaping, redesigning rooms into a Native American motif, and meeting people from all over the world during conferences held at Greyhills are attracting other teachers, students, and staff members into this career area.

Another major task was incorporating tribal, state, and federal economic processes into the program. The local school board also had to give approval, input and support to the program. An advisory committee was created. With assistance from Dr. Gary Vallen of NAU, who is on the committee, we have people from Window Rock offering to help the program.

**Key words**

- Work-Based Learning Curricula
- Connect School-Based and Work-Based Learning
- **Collaborative Agreements Between Schools and Employers**
- **Collaborative Agreements Between Secondary/Post Secondary**

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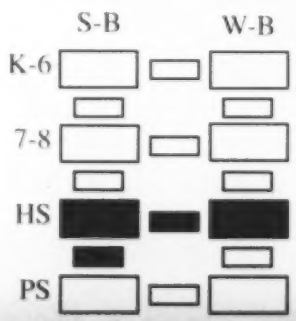
**Funding**
District Funds
Comprehensive Vocational Grant
JTPA

**Teaching-Learning Key**

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## GOALS

The B.R.I.D.G.E.S. (Bringing Resources Into Developing Greater Ethereal Structures) Project had the following goals:

1. To provide students with a meaningful and relevant opportunity to develop their integrated academic and vocational skills as they complete a real life project.
2. To develop a community and business partnership from within the city, state, and nation to share the vision of our project and serve as resources to help complete the task.
3. To establish a project-style course that helps meet the school's commitment to the national School to Work movement and will lead to future projects that achieve a common good.
4. To construct a footbridge across El Dorado Wash on Lake Havasu High School campus.

## DESCRIPTION

In the B.R.I.D.G.E.S. Project, students are immersed in relevant hands-on learning. The project required them to apply their total acquired academic and vocational skills to complete a real life project. In this case, students were involved in planning, marketing, funding, designing, and constructing a badly needed footbridge across El Dorado Wash on the Lake Havasu High School campus. Students established community and business partners at the city, state and national levels to join the endeavor and share in their education. Working together with these partners, students gained first hand knowledge about a wide array of real life skills as they completed the project.

## OUTCOMES

Outcomes of this two year project will be significant and wide reaching. Students will gain first hand knowledge on how to work cooperatively with each other and various professionals to bring a major construction project in on time and on budget. Business partners will have succeeded in playing a vital role in the educational process. The school will have successfully implemented a program that empowers students to build bonds within the community and to use their academic and vocational skills in a real world of work environment. Outcome data is evidenced by the formation of partnerships, securing of funds, production of informational videos, delivery of presentations to a wide variety of audiences, marketing of fund raising projects, and completion of the project along well organized timelines.

## CONSIDERATIONS

Since this was a real-life project, many difficulties were encountered on a regular basis. Difficulties included the lack of a continuous block of time for the class to meet, and funding is always a problem. A program such as this must have administrative support. There must be a project that will serve to unite the needs of the school, the community, and the business sector. There should be abundant support for the project from within the school itself including administration, staff, and students. An instructor who will be willing to go well beyond the bounds of daily teaching is essential. Partnerships between school, business and community must be established to help the project come to fruition.

**Key words**

- **Curriculum Restructuring Through Employer Involvement**
- **Work-Based Learning Curricula**
- **Connect School-Based and Work-Based Learning**
- **Collaborative Agreements Between Schools and Employers**

**Contact**

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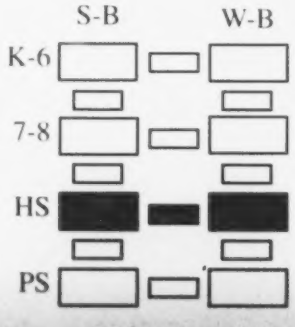
**Funding**

Fund Raising Activities
Business Partners
Lake Havasu City Unified School District

**Teaching-Learning Key**

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## GOALS

To give students hands-on experience in a career they are considering; more specific information on the education and/or training required, tools, and equipment used as well as opportunities in this field. A "real life" picture is presented. This opportunity should help students see the relevance between the classes they are taking in school and the world of work.

## DESCRIPTION

Job shadowing is a structured experience that allows a student to spend two hours on a job with a professional in order to get a realistic perspective of that job or career. Job shadowing focuses on expanding students' horizons beyond the classroom and the neighborhood and into the world of work. Volunteers from the business community (business hosts) agreed to welcome students into their place of work to entertain questions related to the career and introduce the students to everyday work activities.

## OUTCOMES

The best narrative is comments from the evaluations the students are required to complete after their job shadowing experience. Typical comments were, "I liked being able to talk to someone who really knows about what I like"; "It was so cool seeing all the stuff they get to do"; "I know I could never be a veterinarian now. I can't stand to see a dog hurt". Fifty-six students, from November 10 through March 14, have participated. Although actual decisions may or may not be reached, students have had the opportunity to examine the realities of "real life" work and all areas of the field. Based on these experiences, they can begin making some realistic short term and long term decisions about their career pathway. Twenty-eight businesses are active and fifty-two more have expressed an interest in this program.

## CONSIDERATIONS

Organization is absolutely necessary. With students coming and going from school and many "business hosts" to work with, we feel it is imperative that students see job shadowing as a privilege and understand all expectations from the school and business. Businesses must be provided with as much information as possible with regard to how the program is being handled and typical student expectations. Thanks and recognition of the "business hosts" is always appreciated. Before the first shadowing experience, ALL forms, brochures or pieces of information that are going to be used be completed and in order. The entire school staff should have an understanding and knowledge of the program, not only for program support, but more importantly, to answer student questions and support their efforts in investigating their career pathway.

**Key words**

- Career Paths
- Serve All Students/Equal Access
- Alternative Strategies for Work-Based Learning

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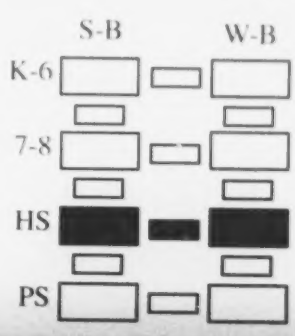
**Funding**
Basic Grant

**Teaching-Learning Key**

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## GOALS

Provide students with career selection information and guidelines; provide students with hands-on experiences in their chosen career; provide students with ongoing support in job-related decisions and job changes; and provide students with academic growth via their interest in their work/career.

## DESCRIPTION

The three aspects of the program at Lake Havasu Charter School are career assessment, internship, and internship seminar. The career assessment was covered first semester and included interest and skill inventories, career pathway overviews, selection of three careers, and research of those three career selections. The internship experience followed in which students were placed at a site that provided training in one of the career areas or closely related area. Students were at the work site two days a week for two hours at a time, a total of four hours per week. The school provided transportation to and from these sites. They were under the supervision of the site supervisor (owner, manager, etc.) and evaluated by that supervisor and the intern coordinator. In addition, these students were in a class, Internship Seminar, with other intern students in which they discussed job-related issues and used their work site as a starting point for academic activities. They continued to learn job seeking skills such as resumes and interviewing, as well as search other career possibilities. If they planned to switch intern sites, students learned to write letters of resignation and appropriate ways to end a job so as to "not burn bridges".

## OUTCOMES

Currently, 20 students are at intern sites, 9 students are receiving work experience credit for paid jobs after school, and 18 students are receiving classroom instruction. Thirty-six intern sites have been/are being used throughout the city.

## CONSIDERATIONS

Students were placed at work sites without the certainty that they were ready for this responsibility or that fully understood the expectations resulting in some students leaving the program. Other students improved their attendance rate as a result of this program.

**Key words**

- **Work-Based Learning Curricula**
- **Connect School-Based and Work-Based Learning**
- **Collaborative Agreements Between Schools and Employers**
- **Provide Transportation and other Support Services**

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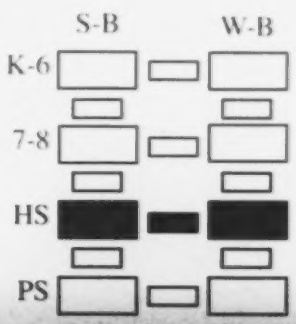
**Funding**
Lake Havasu City Unified School District
Business Community

**Teaching-Learning Key**

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## GOALS

The goals for the MicroSociety were both academic and career awareness oriented. The academic goals were: to show a relationship between academic knowledge and practical applications; to allow students an opportunity to problem solve while making personal choices; and to provide every child, regardless of ability, an opportunity to be successful. The career awareness goals were: to provide a setting where students can experiment with different career choices; to help students establish a work ethic; and to enhance knowledge of career training and education.

## DESCRIPTION

Lake View Elementary School, a K-5 school, implemented a MicroSociety program the beginning of the 1994 school year. Four days a week students spend forty minutes of their day at their place of business. Businesses and agencies in "Eagle Town" consisted of a bank, a court system, manufacturing company, restaurant, crime stoppers, post office, IRS, payroll office, a small business mall, garden center and discovery zone. Students are paid a weekly salary for the job role they perform in the society and are required to pay taxes to the Eagle Town IRS.

Eagle Town boasts an elected government. The mayor presides over all council meetings and the society is governed by the constitution of Eagle Town.

During the majority of the week, students are actively involved in the academic portion of the day which consists of a variety of delivery methods. The connection between what is learned in Eagle Town and what is learned in academic subjects during the rest of the week are integrated. Eagle Town thus provides the opportunity to apply academic learning in a simulated work setting.

## OUTCOMES

Students associated with this program learn to count and manage money and resources. They learn people skills, how to interact with the public, the work ethic and apply learning to real life applications.

## CONSIDERATIONS

Parents and other adults volunteer during class and Eagle Town business time. Parents, the community, and teachers must be committed to the concept. The program is time intensive to administer.

**Key words**

- Innovative Teaching Methodologies
- Work-Based Learning Curriculum
- Connect School-Based and Work-Based Learning
- Collaborative Agreement Between Schools and Employers
- Academic Content

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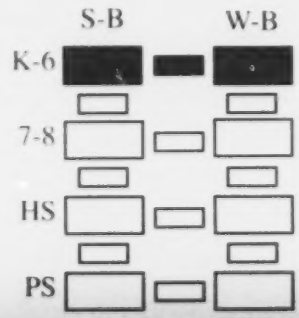
**Funding**
Page Business Community
Well Fargo Bank
Taco Bell

**Teaching-Learning Key**

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## GOALS

Longfellow Elementary School began "Roots and Wings" to increase individual student ownership of the educational experience, raise each student's estimation of personal abilities, more closely align students' educational goals with their earnings expectations, and prepare students to enter junior high school.

## DESCRIPTION

Longfellow Elementary is an inner city school. "Roots and Wings" is part of a comprehensive guidance program with a strong connection to the local school to work consortium. Parents generated a list of basic employability or "life" skills for all students in grades 1-6 to learn. These skills included prioritization, map-reading, letter writing, social skills such as making personal introductions and telephone courtesy, nonverbal communication, completing applications and forms, and much more. Longfellow staff then translated the list to grade-appropriate activities.

All students develop a personal portfolio that follows their progress on the skills mentioned above as well as the basic core content. Students also visit local businesses and Arizona State University (some students travel by city bus) as culminating map-reading activities. Students in grades 1 and 2 participate in career awareness activities. Third, fourth and fifth graders complete a simple interest inventory, research one career path that interests them, and focus on interactive skills. Sixth grade students complete a more comprehensive interest inventory and use accompanying computer software to discover which jobs match the educational goals they have set for themselves.

## OUTCOMES

Eighty-four percent of students with a history of excessive absences earned improved attendance awards. Ninety sixth grade students used comprehensive interest inventory data to complete their own junior high registration forms. Anecdotal information indicates that students are definitely raising their educational expectations after seeing the relationship between education and income potential. Students and staff have been invited guests at various city, state, and professional gatherings.

## CONSIDERATIONS

Because these ideas are so new at the elementary level, materials (especially Spanish language materials) are somewhat scarce. Older computers won't handle some of the new software. Longfellow has a full-time counselor, and schools without this resource may hesitate to try new programs. The best method may be to start small then build gradually. Be creative in looking for funding sources. Parents have been a key factor in program success. Involve the entire staff. Tie program goals into the school-wide academic goals and behavioral goals.

**Key words**

- **Career Paths**
- **Site-Based Collaboration**
- Authentic Assessment
- Comprehensive Career Counseling
- Individual Education/ Career Development Plans
- Generic Job-Related Skills
- Serve All Students/Equal Access

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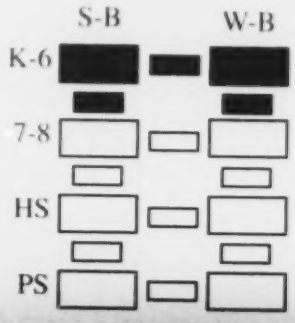
**Funding**
East Valley School to Work Initiative Local Grant
Chapter I Funds
District Drop-Out Prevention Funds

**Teaching-Learning Key**

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## GOALS

To facilitate the greatest degree of learning for the special student populations through high expectations, language immersion and reality-based learning.

## DESCRIPTION

A combined elementary school class of 4th, 5th and 6th graders serves multi-grade level and multi-abilities including gifted, special needs and English as a Second Language (ESL) students through a School to Work curriculum. Two teachers, working with 40 students, provide experiential and contextual learning through a variety of theme-based projects. For example, students learn entrepreneurial skills through a collaborative effort with the Northern Arizona University College of Business. Students make their own products, market and sell them.

A study of the Middle Ages provides groups of students the opportunity to learn a variety of skills. A "jigsaw" of group experiences are put together in a final combined product such as a play. In the process, students serve as script writers, play directors, actors, production crew members, and marketing directors. The topic of the Black Plague was explored through guest speakers from W.L. Gore, a local medical production industry. Who provided biological experiments with students.

A Nutrition unit was six weeks in length providing students an opportunity to create their own restaurant, participate in field trips to the grocery store and learned about values of products, food sources, food nutrition and the history of food production.

Authentic assessments and portfolios are used to evaluate student learning and progress. The report card is child facilitated. Results of self-evaluations of strengths and weaknesses are reported during parent conferences.

## OUTCOMES

In general, students in the class test in the 50th percentile or higher on nationally normed assessments of achievement. ESL and special needs students showed gains of one or two grade levels from pre to post-assessments.

## CONSIDERATIONS

The team teachers must be matched according to personality and other factors. The makeup of the class must be well-balanced. Adequate facilities are required. The room must be large enough for the variety of activities going on at one time. District established programs such as band, strings, resource classes for the special needs students create an inconsistency in the working routine.

**Key words**

- Serves All Students/Equal Access
- Connect School-Based and Work-Based Learning
- **Collaborative Agreement Between Schools and Employers**
- **Work-Based Learning Curricula**

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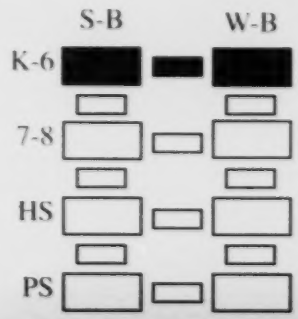
**Funding**
None

**Teaching-Learning Key**

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## GOALS

The goal was a win-win for partnership. The Globe Team gets a well built building at a good price and the Team continues to support the local schools. The Team hires a student under the School to Work program and teaches Automotive and Total Quality Management (TQM) classes. The win for the Building Trades Class was a semester learning module. The students have a project that is made to satisfy the customer and all that is required of that customer.

## DESCRIPTION

A School to Work partnership was formed between Miami High School (MHS) Building Trades Class and the Arizona Department of Transportation (ADOT) Globe Equipment Shop Team.

The customer, ADOT Equipment Shop, had a need for a storage building for the shop. Under procurement policy, three bids and proper approvals within ADOT were required before going to the bidding process. The Globe Team agreed to request a bid from the MHS Building Trades Class and two building contractors. The vendor who won the bid was required to show proof of insurance and provide a blueprint of the building. The Team reviewed all prints and vendor bids awarding MHS the project. The class was the low bidder and blueprints showed that the building would be made to exact specifications.

## OUTCOMES

The outcome for the students was an opportunity to apply skills learned in the classroom to a project that concerns a customer. They were involved in a process that was job-related to "real life" work. Decisions were made that affected the final outcome of the building, decisions that must be made by the student at the site. This project allowed students to take part in a partnership with a government agency.

## CONSIDERATIONS

This was a first time journey for this shop. The problems were internal including resistance due to the fact the shop had never taken on a project like this, and after getting approvals from our chain of authority, we invited the Procurement Department into the approval process. Allowing students to build a shed required a change of paradigms about the quality and reliability of the work. What had to happen was to invite the approving member of Procurement to a site meeting to review the school facilities, meet the instructor and review the blueprints. Another issue was to make the project schedule work within the school semester schedule of the Building Trades Class. The planning process which started in October allowed the partners to plan within these time frames. It is very important that all members participating be informed and keep the lines of communication open.

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**Key words**

- **Alternative Strategies for Work-Based Learning**
- Connect School-Based and Work-Based Learning
- **Collaborative Agreements Between Schools and Employers**

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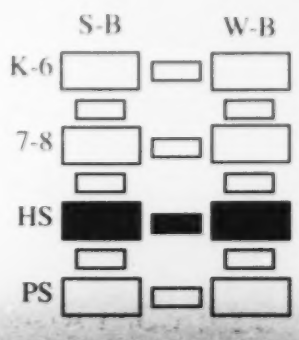
**Funding**
ADOT

**Teaching-Learning Key**



## GOALS

Goals for the program include an operational base for the marketing program, hands-on work experience, providing a source of a variety of food items for student consumption without leaving the campus, and a sheltered work experience for special populations.

## DESCRIPTION

A local partnership was established between Mingus Union High School and the Giant Gas Corporation. The Giant Corporation and Mingus Union High School worked in partnership to create a student run convenience store on the Mingus campus. This store started operation in August of 1996. After six months of planning, training and acquiring the operational supplies, Giant Corporation provided start up equipment including counters, coffee machines, hot dog machine, pretzel machine, food supplies and manager training. Mingus provided construction supplies, labor costs and other store supplies. Students, including special populations students, operate the store with an instructor who uses this as a base for the marketing program. Students learn all aspects of store operations, inventory control, money management, etc.

## OUTCOMES

A local business partnership with a national corporation has been established which provides a community connection for the school, students and instructor. A precedent for other local business partnerships with national corporations has also been established. For example a clothing outlet is being explored with two local department stores. The result of this partnership program is a self-sufficient operation which provides an alternate lunch and snack location, training and work experience for students, and a profitable operation for the school and program.

## CONSIDERATIONS

Find a local partner with a national connection. This allows for a greater degree of "giving" from the partner including time, supplies, equipment, and connections. Find a "need" to fill for your campus and community which in this case was keeping students on campus. Administrative support is an absolute must to allow for creative thinking and problem solving using imagination to "see" the vision of what could be. "Buy-in" from students and staff is essential. There is a need for time to plan, and time to work in cooperation with the partner. Allow time for the project to evolve. Communication is important between the corporation and instructor. Be sure inventory supplies are consistent from the corporation and monitor money management. Students must be reliable and must develop a solid work ethic.

**Key words**

- **Work-Based Learning Curricula**
- Alternative Strategies for Work-Based Learning
- **Connect School-Based and Work-Based Learning**
- **Collaborative Agreements Between Schools and Employers**

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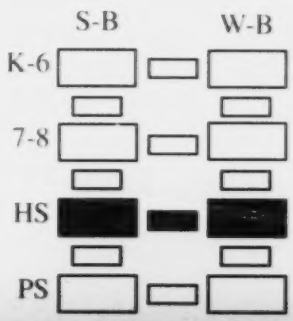
**Funding**
Giant Corporation
Mingus High School

**Teaching-Learning Key**

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## GOALS

The goals of the Culinary Arts Program at Mohave High School is to prepare students with the knowledge and practical experience to successfully begin a career in the food service industry and/or to successfully advance to higher education in the industry.

## DESCRIPTION

Mohave High School, located in Bullhead City, Arizona, is across the Colorado River from Laughlin, Nevada, the third largest gaming town in Nevada. The proximity of the high school to some of the largest gaming resorts in Nevada offers a wonderful opportunity to utilize the talents of the experienced executive chefs in the area.

The culinary arts program is taught by a Culinary Institute of America graduate with 15 years experience as an executive chef in four and five star hotels. This chef not only runs the culinary arts program, but also is the director of food services for the high school district. This arrangement offers a unique opportunity for the district.

School-based learning opportunities include classroom lecture, demonstration and hands-on preparation of foods. The students are also given an opportunity to prepare catered meals for community civic organizations such as Kiwanis, Democratic Women, Chamber of Commerce Women's Council and TOPS (Take Off Pounds Sensibly). Students learn all facets of the food service industry including safety, sanitation, and the preparation of entrees, soups, salads, sauces, vegetables, desserts, etc.

The students receive work-based learning experience through the catering business they run and through direct employment experiences with resorts in the area. Connecting activities include field trips and guest speakers provided by culinary professionals in the area.

## OUTCOMES

Students who participate in the program receive skills and knowledge that they will be able to use for a lifetime including: food production and science, food presentation, sanitation, nutrition, safety, meal planning, budgetary planning, entrepreneurial experience, and the understanding of the need for lifelong learning. Since its inception in the spring of 1996, 40 students have participated in the program. Currently, 12 graduates are working in the culinary industry. In May of 1997, one graduate will be attending a post-secondary culinary arts program.

## CONSIDERATIONS

It helps to have a partnership between the high school food services department and the instructor of the culinary arts program. A two-hour block for instructing the class is recommended. Also, the needs of special population students enrolled in the program must be addressed early on. Active contact with industry leaders and organizations such as the local chef's association (American Culinary Federation) is recommended for developing contacts and support.

**Key words**

- **Work-Based Learning Curricula**
- **Connect School-Based and Work-Based Learning**
- **Collaborative Agreements Between Schools and Employers**

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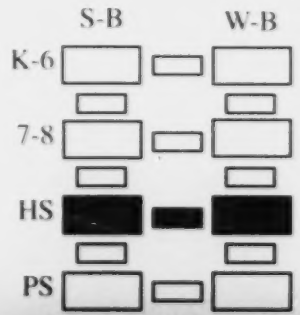
**Funding**
Carl Perkins Basic Grant
Priority Programs Grant
Tech Prep
School District Revenues

**Teaching-Learning Key**

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## GOALS

As a primary school, the goals of our MicroSociety is to provide a forum for students to experience the real-life situations of the business world and have these concepts interwoven into their daily instruction. A subsequent development of the program is the establishment of partnerships which provide added meaning to the concepts imparted to our students.

## DESCRIPTION

For the past two years, Monte Vista School has implemented a MicroSociety concept with grades 1-5. "Vistaville" is a miniature replica of any society you would find in America. As an elementary school, we believe that this concept works as a precursor to what the students will eventually find in any successful high school program. Students develop governmental entities to include a judicial system, a city's government, postal system, and monetary system (Bluebucks) all supported through the entrepreneurial development of student run businesses. Classrooms have developed business partnerships to facilitate the intricacies of the more complex businesses such as banking and leasing. During the past year, arrangements were made with a local restaurant to help provide incite into that business area.

## OUTCOMES

A direct result of "Vistaville" has been the creation of an entrepreneurial spirit in many of our students. During our last "Going-to-Town Day", over seventy business licenses were issued, a 30% increase over the previous year. Student use of the bank has increased proportionately as well. An extension of our MicroSociety has been the development of a Career Day.

## CONSIDERATIONS

A primary consideration should be given to the over-all staff's belief in educational programs being geared around a MicroSociety concept. Staff development should be provided for program success. Parents need to be educated as to the program's philosophy and expectations. The staff must be willing to seek out involvement from local area businesses and patrons.

**Key words**

- **Innovative Teaching Methodologies**
- Work-Based Learning **Curricula**
- **Site Based Collaboration**
- **Career Paths**

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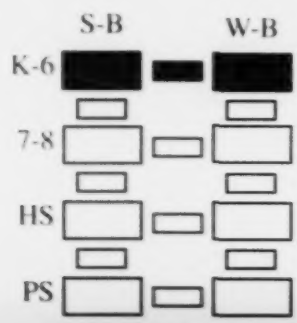
**Funding**
School Budget
Grants
Fund Raisers
Student Business Profits

**Teaching-Learning Key**

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## GOALS

At the federal level, Native American tribes have been granted authority by legislation and court decisions over environmental regulations and enforcement.

## DESCRIPTION

The Earth Circle Environmental Conference provides Northern Arizona Native American students from a five county area with career information related to environmental careers. The one-day conference provides workshops related to cultural ecology. For example, ethnobotany, Native American land use planning and traditional ecology are topic areas of the conference. Additionally, students will have the opportunity to explore astronomy, hydrology, and wood technology.

The conference is a partnership effort between the Northern Arizona University Institute for Future Work Force Development and the Native American Environmental High School Outreach Project, the Flagstaff Public Schools, the Museum of Northern Arizona, Lowell Observatory and Coconino County School to Work.

## OUTCOMES

Native American youth from the Four Corners area have been provided needed role models and career direction. Local educational efforts have been tied to the conference outcome as the result of the partners working together. The conference was attended by 160 youths in grades 8 through 12.

## CONSIDERATIONS

The Native American professional community should be involved at the outset in the planning and implementation of the project.

**Key words**

- **Career Majors/All Aspects of the Industry**
- Career Paths
- **Collaborative Agreements Between Secondary and Post Secondary**

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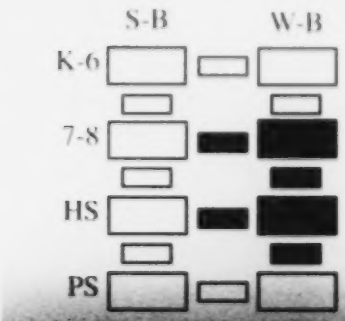
**Funding**
Arizona Department of Education Equity Division
NAU Programs
Business Community
Students

**Teaching-Learning Key**



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## GOALS

To provide a safe and supportive school environment that will decrease risk factors (alcohol, drug use, etc.) and increase protective factors that prevent gang involvement and related activities.

## DESCRIPTION

Participating seventh and eighth grade students are referred to the Study-Work Program by classroom teachers. Consideration for placement in the program is based on a combination of the student's risk factors and resiliency factors. Students complete a job application form, go through a job interview process, and sign a contract in order to obtain a position as a "Teaching Assistant" in the elementary school. Students agree to: 1) attend four core classes at the middle school; 2) perform work duties in a professional manner; 3) keep up with academics; 4) be a supportive member of a collaborative team. Through their interactions at their job sites with younger students and their teacher mentors, students are gaining important academic and social skills. Through this program students also participate in a support group which focuses on personal and peer relations.

## OUTCOMES

This year the Osborn School District Study-Work Program has employed 25 middle school students. These students have been placed in three different elementary schools in the Osborn School District. During the 96-97 school year these students have made gains on at least one or more of the following targeted areas: schools attendance, grades, self esteem and discipline issues. Students have also acquired important skills in the areas of careers, use of office machinery, and creating early childhood education materials.

## CONSIDERATIONS

Make every effort to ensure that the participants' risk issues are ones which will respond positively to this type of intervention. Include very specific duties on the job site, which will extend the participating students' academic learning. These job tasks must be purposeful such as students serving as a coordinator of a learning center. This program requires collaboration with adult district personnel who are located at different campuses throughout the district, and also requires transportation to the school sites.

**Key words**

- **Site Based Collaboration**
- **Innovative Teaching Methodologies**
- **Alternative Strateegies for Work-Based Learning**
- **Connect School-Based and Work-Based Learning**
- **Restructure School Schedules**

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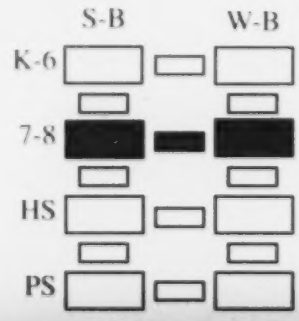
**Funding**
Tobacco Tax Discretionary Grant

**Teaching-Learning Key**



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## GOALS

The Hospitality Training Task Force was established to promote local economic and workforce development activities. Page is a center for tourism and lacks well-trained workers and a steady supply of workers trained for the hospitality industry.

## DESCRIPTION

Collaborative agreements have been established between employers and Page High School through a partnership with the Page hospitality industry. The Hospitality Training Task Force is comprised of representatives from Aramark, Holiday Inn, Westin Inn, The Arizona Inn, the Tourist Board, the Chamber of Commerce, Dennys, Scenic Airlines, Courtyard by Mariott, Page Unified School District and the Coconino County School to Work Partnership.

Through the partnership with the industry, training opportunities have been offered to students through a summer program that includes high school credit for participation. Students from the hospitality program will be given hiring preference and will be offered a minimum salary enhancement of $0.25 per hour. Students will continue their employment on a part-time basis after school starts in the fall through a flexible class schedule arrangement meant to accommodate employers' needs for a trained workforce through September.

The curriculum was restructured to accommodate the industry. Authentic assessment procedures were developed which included a portfolio of skills attained on-the-job and at school.

A mini-conference was held. Local employers were invited to inform them of the opportunity to be part of the Task Force, and to offer the potential for future involvement in other School to Work task forces designed to promote the economic well-being of the community.

## OUTCOMES

A community reception, which promoted the hospitality industry and the educational program, resulted in 60 youth requesting the course of study. The reception was sponsored by the Arizona Hotel and Motel Association, the Page-Lake Powell Innkeepers Association, Best Western Arizona Inn, Page High School, Coconino Community College, Northern Arizona University and Coconino School to Work. Industry members served as classroom speakers and have agreed to provide industry training to the hospitality students.

Students will receive pay incentives for program participation and the industry will have access to qualified, school supervised employees who will complete the season due to the flexibility of scheduling on the part of the school district.

## CONSIDERATIONS

The school district must be willing to be flexible in scheduling, and to support credit during the summer months. Class scheduling prevented some students from participating in the hospitality program.

**Key words**

- **Restructure of School Schedules**
- Curriculum Restructuring Through Employer Involvement
- **Work-Based Learning Curricula**
- **Collaborative Agreements Between School and Employers**

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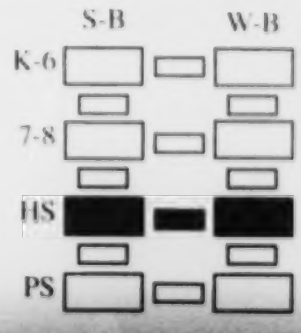
**Funding**
School district
Industry

**Teaching-Learning Key**

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## GOALS

The goal of the program is to educate students for careers in horticulture through school-based and work-based learning experiences.

## DESCRIPTION

The Department of Agricultural Education at Peoria High School is a specialized horticulture program educating students for careers in landscape design, installation and maintenance; nursery and greenhouse management; horticultural and golf course mechanics; turfgrass management; and biotechnology. There are approximately 300 students enrolled in the program which serves grades 9-12.

The program includes four distinct parts: classroom instruction; laboratory instruction; personal and leadership development through the FFA; and occupational experience.

Students in the program operate a wholesale nursery. The nursery includes about one half acre of nursery stock and a 3,000 square foot greenhouse as well as a shade house and biotechnology laboratory. The program also has an agricultural mechanics laboratory and two classrooms. At the present time, students are engaged in constructing a golf course on campus. The golf course consists of a putting green, chipping green, tee, three sand traps, fairway and rough, and a 800 square feet pro-shop. This effort is supported by Karsten Ping and other local industries.

## OUTCOMES

Data indicates that about 50% of program completers are employed in some phase of agriculture five years after school. Immediately following high school, 90% of students go on to college.

More importantly, 99% of all program graduates indicate that they use the skills learned in this program on a daily basis and would enroll in the same program if they were to repeat their high school experience.

The program has received numerous awards including 1994 runner up for the U.S. Secretary of Education's award for outstanding vocational/technical program. In addition, the winner of the Star Agribusinessman Award for Arizona has come from this program for three out of the last five years. The program also received the Gold Bell Award from the Arizona School Boards Association for innovations in biotechnology instruction.

## CONSIDERATIONS

Begin by conducting a survey of your community. Find out where the jobs are now and where they will be in five years. Be sure to find out how much jobs in your area pay and how much education is required for these occupations. Once you identify those careers for which you will educate students, involve industry heavily in identifying competencies to be taught. In addition, be sure to implement a total program including classroom instruction, laboratory instruction, use of vocational student organizations and occupational experience for all students.

**Key words**

- **Curriculum Restructuring Through Employer Involvement**
- **Academic Content and Performance Standards**
- **Authentic Assessment**
- **Work Based Learning Curricula**
- **Connect School Based and Work Based Learning**
- **Collaborative Agreements Between School and Employers**
- **Collaborative Agreements Between Secondary and Post Secondary**

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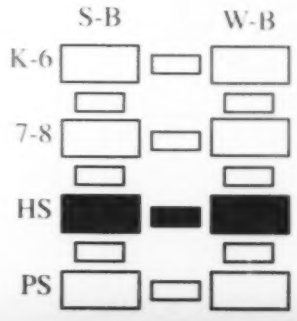
**Funding**
Discretionary grants through the Department of Education.
Peoria Unified School District
Local industries

**Teaching-Learning Key**



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## GOALS

Students will see the relevant connection between work and school. Community partners will have an opportunity to influence the curriculum development in the English classroom. Students, schools, and community partners will experience positive interaction and insight. Students will graduate with a professional career portfolio, and students will have the opportunity to interview with a community professional at their place of employment.

## DESCRIPTION

All senior English students participate in a unit called Life After High School. Students are given a complete packet of information of this unit, and some of the same information is sent to the community participants. Guest speakers from the community give the students insights regarding effective interviewing techniques. Cover letters and job applications are reviewed, and the students are required to obtain letters of reference. In addition, students who are university bound receive instruction on completing the essays on college application forms. When students have their career portfolio complete, they contact a community participant and set an appointment to meet at the person's place of employment for an interview. Students take their career portfolio to the interview and leave it with the interviewer for evaluation. The portfolio and interviewer's comments and evaluation are mailed back to the teacher. Many students have been offered a job as a result of this unit, and community members love it. Sometimes students don't listen to their teachers, but when they sit down with an adult in the business world, and the adult says the same thing, they suddenly see the connection between school and work.

## OUTCOMES

For rural communities, this is an excellent program to get the students into the work place environment. Students have the opportunity to be treated as an adult and interview with a community professional at their place of employment. All 323 students participated. Dallas Womack, a 1996 senior, said, "If you talk to most of the older public, they will tell you that high school students are not getting the preparation needed to survive after school. This unit proves them wrong. Because of this unit, I wrote a good resume, cover letter, and got letters of recommendation which landed me in a job in a bank as a teller. Not at the one I had the interview at either. I went on my own to find a job, and now, even before graduation, I am earning $9.00 an hour. If that doesn't prepare me for life, I don't know what would!"

## CONSIDERATIONS

Communicate frequently with the business partners and provide them with written information such as interview questions commonly used. Provide opportunities for both students and community partners to communicate with each other after the interview. This is a great program for schools that don't have a lot of money or inclination to make huge systemic changes to school to work systems. It works well within the traditional school situation, doesn't cost a lot of money, and creates great experiences for both schools, students, and community members. Contacting all the business partners is time consuming. Since Prescott is a rural town, some of the careers that students chose were not offered in the immediate area. Students were then encouraged to select related fields. The goal is to get the students out of the formal school setting and into an adult work situation.

**Key words**

- **Academic Content**
- **Work-Based Learning Curricula**
- **Connect School-Based and Work-Based Learning**
- **Collaborative Agreements Between Schools and Employers**

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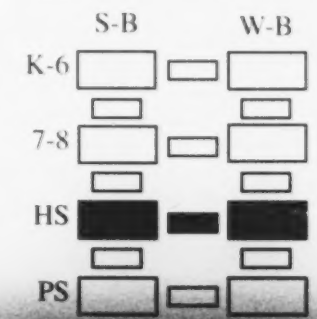
**Funding**
Prescott High School

**Teaching-Learning Key**



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## GOALS

Given essential learning experiences in the classroom/laboratory and/or clinical setting including the necessary equipment/supplies and facilities, the student, upon successful completion of the program and under the supervision of a registered nurse and/or other licensed health professional, will be able to perform entry-level competencies.

## DESCRIPTION

Health Occupations and Medical Terminology is designed to acquaint students with many career opportunities in the health care field, provide basic entry level skills and theory application in a variety of health careers, enhance the student's knowledge as consumers of health care services and enable the students to make informed decisions about their career objectives. The curriculum which combines classroom/laboratory instruction with on-the-job work experience and job shadowing, places an emphasis on defining the roles and responsibilities of members of the health care team. The curriculum also develops, expands, and refines competencies to prepare students for immediate employment and/or further education, as well as promoting within students realistic self-perceptions of abilities, interests and goals as they relate to career objectives.

## OUTCOMES

This is the first year this program has been offered and 15 students are enrolled. All students are CPR and First Aide Certified. All students have had the opportunity to job shadow on site three times for at least three hours each time. All students are still excited about the program. Five seniors will be continuing their education and juniors will be continuing the class next year.

## CONSIDERATIONS

The equipment that is needed for hands-on experience is very expensive and grant money may be necessary to assist in funding. Class scheduling is critical to allow time to organize all the activities of the program.

**Key words**

- Work-Based Learning Curricula
- Connect School-Based and Work-Based Learning

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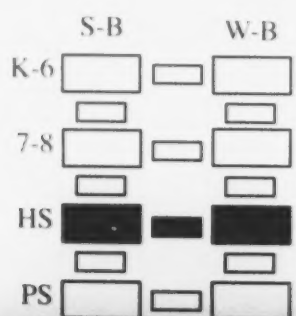
**Funding**
Colorado River Union High School District #2
Industry Donations

**Teaching-Learning Key**

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## GOALS

To encourage students to obtain job skills while in high school that will lead to well paid employment after graduation.

## DESCRIPTION

Hospitality Occupations, with the various recreational and casino facilities, and the local community college, will provide students with necessary job skills that will lead to well paid employment after graduation. The course consists of three sections: Food Services, Front Desk, and Housekeeping. The program is a minimum of one year long, and it is offered in the afternoon lasting two periods of each school day at the Avi Casino in Laughlin, Nevada. Each student works a rotation through three different departments, learning job skills, teamwork, organization, and information about the different job opportunities available in our community. Students must enroll in work through the co-op program. Each student is given a school credit for the class time at the high school and an additional school credit each year for the time at the work site.

## OUTCOMES

This is a new program that only two students participated in this year. Both students will be continuing to work at the Avi Casino in the fall of 1997 while attending Mohave Community College. Four students are scheduled to participate in the program next year. Hopefully the program will continue to double each year.

## CONSIDERATIONS

Facilities must be available to provide the support and funding for the program to continue. Transportation and time is necessary for students to complete the program. Access to a community college or university that offers courses to complete the program is important.

**Key words**

- **Work-Based Learning Curricula**
- **Connect School-Based and Work-Based Learning**
- **Collaborative Agreements Between Schools and Employers**
- **Provide Transportation and other Support Services**

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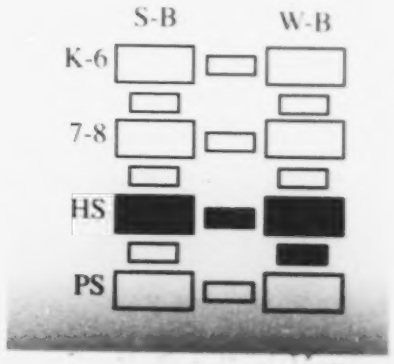
**Funding**
The Tri-State Project
Industry Donations

**Teaching-Learning Key**



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## GOALS

To research careers within a career pathway, and to make a traditional research paper more relevant to writing that takes place in the world of work. Students learn to apply information in written, oral, and display form.

## DESCRIPTION

This program was developed as a means for 11th grade College Prep English students to integrate English skills to the new School to Work program and Career Pathways. The English unit was created with the specific intention for 56 enrolled students to explore career choices within their selected career pathway, and share their research findings with eighth and ninth graders. Students chose a pathway, researched three careers in that pathway, wrote traditional research paper with appendix, built displays, and gave oral presentations at a career fair.

The appendix of each paper included the following: 1) a flow chart of each career's chain of command or hierarchy of personnel relationships; 2) a list of daily or by-the-job duties for each career; 3) a list of career related terminology; and 4) salary charts.

Students built table or wall displays presenting information on each career researched. The displays were transported to the middle school where 8th graders visited each display and talked with presenters about career choices. The project was also the focal point for the Freshman Career Fair. Students prepared a ten minute oral presentation for 9th grade students who had signed up for career areas of their choice. In all, fifty different careers were presented to 8th and 9th graders.

## OUTCOMES

Career pathways were explored by 500 eighth and ninth graders as well as researched by 56 student presenters. There was an increase in student involvement. The English students were more actively engaged in a process that benefited other students, and was not merely for a grade. Students gained greater self-confidence, and felt their work made a difference in the lives of other students.

## CONSIDERATIONS

Eighth and ninth graders attending displays and oral presentations should have an assignment related to career exploration as a method of accountability and on-task assessment. Students who are researching a career pathway should examine a variety of careers with a range of educational requirements. Since this was a college prep class, students focused more on college requirements and not enough emphasis on vocational training, apprenticeships, or community college as options for career consideration.

**Key words**

- Career Paths
- Academic Content and Performance Standards
- Innovative Teaching Methodologies
- Authentic Assessment
- Individual Education/Career Development Plans

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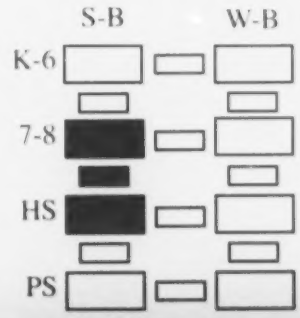
**Funding**
None

**Teaching-Learning Key**



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## GOALS

The goals of the program are that all students will gain: career awareness in grades K-7; all 7th and 8th grade students will explore career clusters, assess personal interests, choose a career pathway and use the pathway information to develop a four year plan, and students will register by career pathway; all high school students will gain experiences in the areas of school based learning, work based learning and connecting activities.

## DESCRIPTION

Sunnyside School District is committed to a Comprehensive Competency Based Guidance program (CCBG). Also, the district counselors have adopted the National Occupational Information Committee (NOIC) standards to help students develop a school to career plan. Counselors at Sunnyside High School have incorporated school to work and tech prep issues into the CCBG program to ensure that all students will graduate with the following skills: 1) students will develop self-knowledge, career information, and planning skills; and 2) an understanding of the inter-relationship of life roles.

## OUTCOMES

The Sunnyside High School guidance program assures all students will: review their four year plan and register using career pathways in 9th grade; review their four year plan and declare their pathway major, register using career pathways and have a sexual harassment/gender equity training in 10th grade; take the ASVAB and examine their skills, interests and values to help them with their career choices in grade eleven; receive information on Arizona colleges, community colleges, and technical schools including costs, enrollment timelines, and job prospects. There are also a variety of job shadowing, internship, and coop programs available.

## CONSIDERATIONS

The CCBG/School to Work experience takes time and many stages to build into a relevant program. The difficulty encountered is the limited classroom time to give the students a stronger focus and understanding of the experiences being delivered.

**Key words**
- **Career Paths**
- **Comprehensive Career Counseling**
- **Individual Education/Career Development Plans**
- **Serve All Students/Equal Access**
- **Work Based Learning Curricula**
- **Connect School Based and Work Based Learning**

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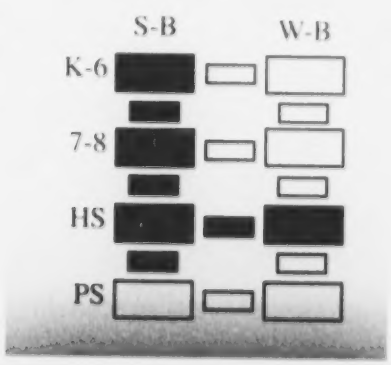
**Funding**

No additional costs

**Teaching-Learning Key**

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## GOALS

The goal of the Wilson Elementary School Career Exploration experience is to focus the junior high students on a career goal prior to entering high school. The staff is committed to seeing all eighth grade promotees continue on to high school graduation.

## DESCRIPTION

Wilson Elementary School serves 680 students in grades 4 through 8 in south central Phoenix. They recently began a dual effort intended to enhance junior high students' goal-setting skills and career exploration. The program pairs a mentoring experience with a Career Exploration class.

In the course, students take an interest inventory and conduct a research project that further develops their career interests. They also write resumes for their chosen field, practice filling out job applications, tour local businesses and visit the Arizona State University.

Bank of America offered to partner with the school in a mentoring program. The prospect of screening and monitoring 125 adults raised liability issues for the school as well as the bank. To address this challenge, the school formed a relationship with Valley Big Brothers/Big Sisters. This community group operates an office at the Wilson campus that is staffed with an on-site coordinator, who matches the mentors/mentees using their association's screening process. Mentors are given a choice about their level of involvement. They can participate exclusively in group activities such as field trips and social events, or they can provide one-on-one job shadowing and other mentoring activities.

This year, a Neighborhood Block Watch grant provided funds for materials, weekend mentoring activities, and a career fair that features area businesses.

## OUTCOMES

All 250 students in grades seven and eight are enrolled in our career exploration course, have completed a research paper on their chosen career, and will have completed a resume by the end of the school year. Fifty local businesses participated in our career fair. Thirty adults have volunteered to be part of the career-oriented speakers bureau.

## CONSIDERATIONS

Career exploration and goal-setting should be a part of the entire educational experience for students. Planning your group career activities and field trips at the end of the day, however, will probably work best for the school schedule.

**Key words**
- Career Paths
- Collaborative Agreements Between Schools and Employers
- **Individualized Career Exploration**

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**Funding**
District Funds
Neighborhood Block Watch
Business Partners

**Teaching-Learning Key**

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### Academic/Vocational Integration
Academic/vocational integration incorporates instruction in the same academic standards established for all Arizona students, as well as the occupational skills necessary for entry level employment.

### All Aspects of An Industry
Students receive exposure to all components of an industry or industry sector, such as the planning, management, finance, technology, labor, and production functions. They also explore the inherent safety, health, community and environmental issues.

### All Students
In a particular grade level or school/district, all students are enabled and encouraged regardless of gender, background, circumstance or educational goals. Programs for "all students" ensure that everyone, regardless of academic, social, cultural, ethnic, age, or physical differences receives equal access to educational services.

### Alternative Work-Based Learning Strategies
The school or district provides alternative delivery methods for occupational experiences, either because local workplace opportunities are limited or because a given program structure is more suited to the available resources.

### Apprenticeships
During this process the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations.

### Arizona Essential Skills
The Arizona Essential Skills are state standards of performance in core subject areas. Student competence is measured at the end of 3rd, 8th, and 12th grades in such areas as math, science, and language arts.

### Arizona Student Achievement Program
ASAP is the testing system which measures student achievement against the outcomes delineated in the Arizona Essential Skills, the state standards for academic performance.

### Articulation
Articulation as a concept is applied both in the curricular sense and the administrative sense. Horizontal articulation generally refers to a system allowing smooth transitions between courses or programs. Vertical articulation means that the student has a smooth transition from one educational level to another; it can also mean that courses within a subject, school or program are aligned to form a mutually supportive sequence of instruction.

### Authentic Assessment
Criterion-referenced, performance-based measurements (compatible with the student's learning style) are used to evaluate individual achievement. See Norm Referenced.

## Basic Grant

Part of Carl Perkins Federal Act monies. Basic Grants are designed to supplement state and local vocational funds for the purpose of providing services to special populations in vocational education.

## Benchmarking

Benchmarking is the continuous process of measuring products, services, and practices against strong competitors or recognized industry leaders. It is an on-going activity, intended to improve performance; it can be applied to all facets of operation; it requires a measurement mechanism so that the performance "gap" can be identified; and it focuses on comparing best practices among enterprises that are not alike.

## Block Scheduling

Block scheduling is a means of circumventing the time constraints of the single class period. The traditional school day is typically divided into six or seven classes that each last from forty-five to fifty-five minutes. With few exceptions, classroom instruction begins and ends within the allotted time period. Blocked course may be scheduled for two or more continuous class periods or days. This schedule offers many advantages, including a reduction in the instructional time lost in passing between classes.

## Business Compacts

Business compacts are informal contracts among community leaders to work together to define common goals and strategies for initiating and sustaining local educational reform. Compacts provide a structure of mutual accountability, because all participants agree to work together and separately to support group goals. Efforts of compact members may include creating employment opportunities for students, helping to restructure educational systems, and providing local labor market information.

## Career Academy

These are schools-within-schools that offer students academic programs organized around broad career themes. Integrating classroom instruction with work-based learning, academies equip students with the necessary skills for both work force entry and postsecondary admission.

## Career Pathways

Career pathways offer students a coherent sequence of courses appropriate to a cluster of related occupations, minimally resulting in a high school diploma or skill certificate, and leading to postsecondary educational training programs.

## Charter Schools

Considered to be public schools, these schools are "chartered" by either local district school boards or the Arizona State Board of Education to address a unique local educational goal.

## Coherent Sequence of Instruction

A series of articulated educational experiences that build on previous learning, and are designed to become progressively more challenging.

## Collaboration Time For Teachers

School staff function in a participative environment that may include common "planning periods" with other teachers, a common planning space, and even adjoining or shared classrooms.

### Comprehensive Programs
A sequence of courses including Level I Technological Foundations, at least one Level II Cluster, at least one Level III Occupational Program, and opportunity for Level IV postsecondary enrollment. (See Level I, Level II, Level III, and Level IV in this Glossary.)

### Connecting Activities
The application of supportive programmatic or human resources for the purpose of linking school-and work-based educational programs.

### Criterion-Referenced Assessment
In contrast to "norm-referenced" assessments that measure students against their peers, criterion-referenced evaluation measures an individual's performance against a specified standard.

### Curriculum Restructuring
Many schools and districts adopt or design model curricula predicated on active involvement of representatives from a given community, industry, or skill cluster.

### Dual Enrollment
A program of study allowing high school students to simultaneously earn credits toward a high school diploma and a postsecondary degree or certificate.

### Elementary School
An agency that is both classified as elementary by state and local practice, and is composed of any span of grades not above grade eight. A preschool or kindergarten school is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

### Individualized Career Exploration and Development
Each student is given the opportunity to acquire job search skills, set career and education goals, explore career options, and participate in a sequential program of study.

### Innovative Teaching Methodologies
Teachers and/or schools have adopted practices more effective than prior methods, or new practices that reach previously unserved or underserved populations.

### Integrating School and Work
Educators and representatives of a particular skill cluster jointly develop a planned program of paid or unpaid mentoring, job training, and work experiences.

### Interagency Agreements
Some connecting activities facilitate linkages with established youth and work force development initiatives either at the local, state or national level.

### Job Shadowing
Job shadowing is a process whereby students are taken to a place of business and allowed to observe the employees going about their daily work. Shadowing is typically a relatively short unpaid experience; it can be only a few hours in length or it can extend over a few days.

### Leveraging Funds
The practice of combining funds from separate sources to maximize the impact on a single goal (or set of goals).


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### Level I Technological Foundations

Technological Foundations is designed to serve all students in grades 7-8. It provides a foundation for the skills necessary to succeed in Level II occupational clusters. Students in Level I are given opportunity to learn about the world of work, personal career interests and aptitudes, and some basic processes used across all occupations.

### Level II Occupational Clusters

The Level II clusters are organized into five distinct clusters of related occupational skills. They are Applied Biological Systems (the environment, health, and natural resources); Business Management Technology (business and aspects of administration); Human Services Technology (social systems and personal services); Industrial Technology (engineering and industrial applications); and Information Technology (visual arts and communication media).

### Level III Occupational Programs

Level III occupational programs are organized around more specific occupational skills, and coordinated with industry standards (wherever they exist), and designed to be articulated with postsecondary institutions through systems such as Tech Prep.

### Level IV Postsecondary

The Level IV experience was designated as the place in the system where students enter a variety of educational options including community college, university, private vocational schools, and others. Also included here are adult training/retraining programs.

### Marketing and Public Relations

Specific strategies, including marketing materials, advance a positive image for the program or activity.

### Mentorship

Working with a student on a one-to-one basis, mentors typically dedicate a few hours each month to familiarize their student with the workplace, offer insight on basic skills needed, or assist with school projects and personal issues.

### Norm-Referenced

The practice of measuring individual performance against a "normal" score that has been calculated for a given group. (See Criterion-Referenced.)

### Occupational Cluster

A grouping of occupations from one or more industries that share common skill requirements.

### Outcomes

Outcomes are typically broad measurable aspects of student or program performance.

### Performance-Based Evaluation

A process of evaluating individuals or programs based on observable performance of a specified task to a given level of competence.

### Portfolio

A collection of work that documents a student's educational performance and employment experiences over a range of time. Portfolio files are a collection of student work, with little or no critique; working portfolios are "works in progress"; show portfolios generally include the best examples of a student's work.

**Postsecondary Institution**
A school that provides formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school diploma or equivalency certificate. This includes academic, vocational and continuing professional education programs, but vocational basic education programs and adult basic educational programs are generally not included.

**Priority Funds**
Arizona state funds targeted to high-cost vocational programs that are training students for high-demand occupations.

**Professional Development**
Education and training strategies designed to ensure that teachers, administrators, workplace mentors/instructors, counselors and other staff are fully qualified and frequently updated.

**Restructure School Schedules**
The master schedule or calendar is adjusted to better meet the needs of teachers and/or students. See Block Scheduling.

**SCANS**
The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in 1990 to examine the demands of the work place and to determine whether the current and future work force is capable of meeting those demands. Based on its research, the Commission identified five "competencies" and three "foundations," released in several reports.

**School-Based Activities**
Activities and programs that specifically address educational goals and outcomes adopted by the school and/or district.

**School/Employer Agreements**
These agreements are generally more formal than person-to-person arrangements, and specify contributions to be made by each party.

**Secondary School**
A school comprising any span of grades beginning with the next grade following an elementary or middle-school (usually 7,8,9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

**Service Learning**
An instructional method in which students earn course credit for providing hands-on community service. A guiding principle of service-learning is that students better understand their academic instruction when they apply course content in a real-world setting. Students benefit from acquiring knowledge and learning civic responsibility, while the community benefits by having a pressing local issue addressed.

**Site-Based Collaboration**
Staff formally collaborates on instructional objectives and content between classrooms, departments or school sites.

**Site-Based Enterprise**
The production of goods or services by students for sale to or use by others. School-sponsored enterprises typically involve students in all aspects of the project.

### Skill Certificates
Portable, industry-recognized credentials that certify the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area.

### Skill Standards
A skill standard specifies the level of knowledge and competence required to perform successfully in the workplace. Standards may cover basic and advanced academic competencies, employability competencies, and technical competencies. Efforts are underway in some skill areas to provide nationally recognized standards of performance.

### Standard-Driven Learning
The student, program or institution is expected to achieve stated specific educational outcomes and levels of performance.

### Supportive Services
An education/business partnership provides the legal, programmatic, or human resources necessary to facilitate linkages between school-based and work-based activities. Such services include arranging transportation, matching students with employers, managing job placement, arranging mentorships, continuing education courses and student follow-up studies.

### Tech Prep
Programs offering at least four years of sequential coursework at the secondary and postsecondary levels to prepare students for technical careers. Programs typically begin in the last two years of high school, result in an award of an associate's degree or certificate after two years of postsecondary training, and may provide opportunities for dual enrollment in secondary and postsecondary institutions.

### Title Monies
Title monies are funds granted by various Federal Acts or "titles" to address specific needs or serve particular populations.

### Work-Based
Activities that take place either at community business sites or within environments designed to closely resemble the actual workplace.

### Work-Based Learning
Employers and educators jointly develop experiences that incorporate mutually supportive and interrelated workplace learning. Union and/or industry partners maintain active involvement.

### Workplace Skills
Students receive training in the essential academic knowledge, personal abilities and work attitudes that enable a person to succeed in school and in the workplace. These skills include critical thinking and problem solving, communication (oral, written and electronic), self-motivation, participative skills, quality improvement skills, and responsibility for one's own self-development.

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